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USE A SURVEY TO FIGHT POVERTY.

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This handbook is designed to help persons or groups plan, organize, and conduct efficient antipoverty action surveys. It shows how to use surveys to identify a specific problem in a slum neighborhood, measure the opinions, attitudes, and needs of the people involved, establish target areas, pinpoint problems needing immediate attention, decide where and what kinds of opportunities are wanted and needed to solve a problem, plan an effective attack, and conduct evaluations and followups. Information is presented on questionnaire construction, sampling, and the training and qualifications of interviewers, together with examples of action surveys on such problems and issues as adult education needs, housing conditions, prices, job training and placement, textbook revision, and physical facilities. A list of New Jersey community action organizations is included. (ly)

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USE A **SURVEY**
TO FIGHT **POVERTY**

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Use a Survey to

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DO YOU NEED TRAINING IN ACTION SURVEYS?

Call or write to:

New Jersey Community Action Training Institute
413 West State Street
Trenton. New Jersey 08618
609—392-4111.

Use a Survey to Fight Poverty

. . . the second in a series of training manuals that can be used by community action workers and all people involved in the New Jersey war against poverty. It was prepared by the New Jersey Community Action Training Institute as part of its statewide community action training program. The Institute is a private, non-profit corporation supported by the United States Office of Economic Opportunity. Test copies were distributed in December 1966 to all local anti-poverty organizations in the State and to agencies given credit in appropriate places in the text. The manual was prepared by the materials development division of the Institute.

NEW JERSEY COMMUNITY ACTION TRAINING INSTITUTE
413 West State Street, Trenton, New Jersey 08618
609—392-4111

HENRY P. KENNEDY
Chairman of the Board

BARRY A. PASSETT
Director

January 1967

What Is "Use a Survey To Fight Poverty"?

This handbook is designed to help ANYONE or ANY group plan, organize and carry out an anti-poverty action survey without wasting time and/or money. It shows how to use a survey to:

. . . IDENTIFY a specific problem that exists in a slum neighborhood.
. . . MEASURE the opinions, the attitudes and the needs of the people involved.
. . . ESTABLISH target areas.
. . . PINPOINT a problem that needs immediate attention.
. . . DECIDE where and what kind of opportunities are wanted and needed to solve a problem.
. . . MAP OUT an effective attack.
. . . MEASURE IMPROVEMENT, evaluate effort, alter strategy.

USE A SURVEY TO FIGHT POVERTY is a guide to action that tells . . .

. . . when to conduct an action survey.
. . . what kind of information to gather.
. . . how and who should gather it.
. . . how to tabulate and interpret it.
. . . how to use the survey information to get action.

Use A Survey To Fight Poverty

Do the poor people in your area or neighborhood have a particular problem that you do not know how to solve? If the answer is YES, attack it by conducting an action survey—a survey that involves gathering specific information that can be used as ammunition to solve a particular problem.

It worked at the low-income Columbia Point housing project in the City of Boston where Tufts University School of Medicine used a survey as the first step in creating a neighborhood health center for some 6,000 residents. Doctors H. Jack Geiger and Count D. Gibson, Jr. interviewed 357 families living in the project and found out that:

1. *One out of every four persons had some chronic disease.*
2. *Only one out of every four persons ever had a general physical check-up at any time in their lives.*
3. *Only half the women with children had seen an obstetrician during the first three months of her last pregnancy.*
4. *Most poor families did not seek medical care until illness forced them to visit a hospital emergency room.*

The reason for serious health problems existing at the Columbia Point project showed up in the survey information gathered. It was not due to lack of money—but lack of time. It took project residents some five hours and four bus changes to make a round trip to the nearest free hospital clinic—where out-patient services were offered only during the day, a time when most of them had to work.

Tufts University used the survey results to obtain a federal Economic Opportunity grant. The funds were used to establish a neighborhood health center within the Columbia Point project—a center that was no more than 15 minutes away from all residents.

It was opened in December, 1965. More than 5,000 people used its services during the first year.

The Tufts experience is only one example of how the survey technique can be used to fight poverty. Many New Jersey CAPs have conducted surveys to justify an initial application for federal funds—but few have used a survey as a first step to community action.

What Is An Anti-Poverty Action Survey?

An action survey is one that is conducted to collect certain information that will be used to solve a specific problem that exists in a poverty neighborhood or area. It is a survey or an investigation of facts that leads to action.

WILL THE POOR PEOPLE INVOLVED KNOW THAT THEY HAVE A PROBLEM?

Not always. People shopping at one store may not know they are paying too much for groceries. Families who have long lived in an old, broken down, apartment house may not know that the landlord is violating the law. In such cases, a survey can be made by asking carefully-worded questions that relate to the problem—questions that the people involved can understand.

WHO IS RESPONSIBLE FOR RECOGNIZING A PROBLEM?

It is the job of a community action program (CAP)—the local anti-poverty agency—to recognize problems that exist in its own target areas. But an individual or a group of interested citizens may know that a problem exists in their neighborhood or area.

EXAMPLE:

In a final survey report entitled, "Poverty in Atlantic City and Atlantic County," Elwood G. Davis of Atlantic Human Resources, Inc., the CAP for Atlantic and Cape May Counties, reported a problem in May 1965: "Atlantic City bills itself as the playground of the world, yet not a single, well-equipped playground exists in its disadvantaged areas."

WHO SHOULD CONDUCT AN ANTI-POVERTY ACTION SURVEY?

Any individual, citizens group or organization who wants to take action can start by making a survey. Their first step should be to notify their local CAP and enlist its support. (A list of New Jersey CAPs is on page 39.)

A CAP can survey the entire area it covers, or it can limit its survey to one target area. A neighborhood or area service center can start solving a problem by surveying its own area. People living on one block may survey prices at a local store—or the need for a traffic light —or laxity in street cleaning and garbage collection.

WHAT KIND OF PROBLEMS CAN CAPs SOLVE BY ACTION SURVEYS?

An Unemployment Problem . . .

YOU KNOW that many unemployed people in your area are capable and want to go to work.

YOU DO NOT KNOW . . .

- . . . what kinds of jobs these people are qualified to fill.
- . . . if there is a particular problem that is preventing them from getting jobs—such as illness or a language barrier.
- . . . if they can be retrained for other kinds of jobs that are available.
- . . . if other kinds of opportunities can be provided to get them back on the employment market.

SOLUTION:

Conduct an action survey. Find out how many heads of families are unemployed. What kinds of jobs can they fill? Who and how many need what kind of training? How many need rehabilitation? What kind? How many are senior citizens? The information you gather will tell you:

1. If your unemployed need and want job training.
2. The kinds of jobs you must find.
3. If rehabilitation and/or retraining are needed for older citizens.

A Problem In Legal Services . . .

YOU KNOW that the poor people in your area need legal services.

YOU DO NOT . . .

- . . . have the funds and/or the manpower to provide all types of legal services.
- . . . know what kinds of services are needed in your different target areas.

SOLUTION:

Conduct an action survey. Find out what kind of legal services are needed in your poverty areas. Many people will not know that they need legal assistance. To get the survey information you need, ask carefully-worded questions about matters that involve the law. Ask your local legal aid society or the New Jersey Bar Association to help you prepare good questions.

Different neighborhoods may need different kinds of legal services. The survey information you gather will help you plan a program and establish priorities.

These are only two problems that CAPs can solve by conducting an action survey. Many others are mentioned throughout the handbook.

How Do You Start An Action Survey?

Begin an action survey by answering each of the following questions:

1. What is the problem that needs to be solved?

It may be . . .

. . . poor housing conditions in a target area.

. . . most people in the neighborhood fail to vote.

2. Where will the final battle be fought?

A fight for better housing must be staged at a local housing office at City Hall.

The final battle in getting people to vote may be fought at a public meeting or in the homes of the people who do not vote.

3. Who must your case be presented to?

A fight for better housing must be with the local housing inspector and/or the local governing body.

In a voting survey, present your case to each person who does not vote.

4. What kind of information will you need to win?

To get better housing, you need well-documented information that tells what kind and where serious housing problems and violations exist.

If people are not voting, find out why. Some may not know how to use a voting machine. Others may think their vote is not important. A few may not know that they must register, or where and how it can be done.

It may be . . .

. . . high prices at a supermarket.

A case for lower prices must be presented to the store manager first. If that is not successful, go to the vice president in charge of sales or the president of the firm.

Get proof of over-charging on specific products when fighting for lower prices at a store or supermarket. Your proof may be sales slips or pictures of price tags on specific items.

Design A Master Plan For Your Action Survey

Fill out the following questionnaire. If you can answer all the questions, an action survey can help you solve your problem.

1. **What is the problem that needs to be solved?**
   (Clearly state the problem in the space below).

2. **Where will the final battle be fought?**

3. **Who must your case be presented to?**
   (Get the full name(s) and title(s) of the person or persons you will have to confront).

4. **What kind of information will you need to win?**

Use this sheet to design your survey. Give a copy to everyone participating in the survey. Put a copy on your bulletin board. Use it as a guide throughout your survey.

How Do You Conduct An Action Survey?

Action surveys can be conducted by interviewing, by listening, by looking, by taking pictures and in other ways.

WHAT IS THE BEST SURVEY METHOD TO USE?

Use the method that is best for getting the information you need to solve your problem.

IS A QUESTIONNAIRE ALWAYS NEEDED?

No. If you must collect written information to start action, conduct your survey by using a carefully prepared questionnaire. This is the method usually used if the survey information is to be presented to a public official—a mayor, city councilmen, a city housing inspector, a legislator, etc. (The questionnaire type of survey is discussed in detail in the following sections of this manual.)

DOES WRITTEN INFORMATION ALWAYS HAVE TO BE COLLECTED?

No. If there is a better way of proving that your problem exists, use it. However, no matter which method you use, keep a careful record of the information gathered because a final survey report may be required.

HOW DO YOU SURVEY BY LOOKING?

If you are investigating a report that a local bank refuses to hire Negroes, go to the bank, discuss the report with members of the staff and look around the bank offices carefully. If you find that no Negroes are working for the bank, confront the bank manager tactfully. A visual survey is usually all that is needed when investigating discriminatory hiring practices. When conducting such surveys, take a witness with you and be sure that your facts are correct. Similar problems can be found at restaurants, department stores, filling stations and supermarkets.

CAN YOU SURVEY WITH A TAPE RECORDER?

The best way to investigate a report that policemen are being discourteous to people living in a low-income neighborhood is to tape record conversations officers have with residents. Tape recorders can often be borrowed from a local CAP or from a neighborhood merchant. Mark the time and date of each conversation recorded and try to identify the people involved. A series of such talks played for local authorities will prove your case effectively.

CAN YOU SURVEY BY TAKING PICTURES?

The best way to survey poor school facilities is by taking pictures of overcrowded classrooms, unsanitary school conditions, dangerous recreation areas and/or gymnasiums. Mark the place and the date on each picture taken. A written report of your findings and the pictures are all you will need to present a valid case to local school authorities.

Both tapes and pictures can be used with questionnaire surveys. Photographs that show what you are trying to prove in writing—or tapes that prove written statements—should be included in a final report of a questionnaire survey. These are good techniques to use when surveying housing violations, problems involving dropouts or juvenile delinquents, the need for recreational facilities—wherever visual or sound evidence can be used.

HOW DO YOU SURVEY BY LISTENING OR COLLECTING SALES SLIPS?

Two unique survey methods are described in the samples at the end of this manual.

1. *A "listening" survey of the attitudes and opinions of the poor was used to create a multi-purpose center in the densely populated poverty area of Cardozo, Northwest Washington, D. C. It was conducted in pool halls and on street corners.* *(See page 27.)*

2. *A Citizens Committee for Metropolitan Affairs collected sales slips in a survey that proved prices for identical drug prescriptions in different parts of New York City varied as much as 820%.* *(See page 28.)*

CAN CENSUS INFORMATION OR RESULTS OF ANOTHER SURVEY BE USED TO GET LOCAL ACTION?

You must conduct your own survey to prove *your* problem exists and requires action. Do NOT try to cut corners by using United States Census data or the results of a survey conducted elsewhere.

1. United States Census Information.
   A. Census figures are available for bigger areas than the average neighborhood or block. The census does not treat most key problems. Commissioner Ross of the United States Bureau of Labor Statistics stated last year:

      "We don't know how many unemployed people there are in the Watts areas of Los Angeles . . . while we have excellent figures on a national basis, we do not have the detailed coverage for areas and occupations we should have when we get down to the hard-core of social problems."

   B. The last census was conducted in 1960 and the information is now outdated. The significance of this problem was seen in a planning survey conducted by Ocean (County) Community Economic Action Now, Inc. (O.C.E.A.N., Inc.) during the summer of 1966. The final survey report stated:

      "The population (of Ocean County) increased from 108,241 from the time of the 1960 Census to 153,298 estimated for January 1, 1966—an increase of 70.5%.
      "The 1960 Census showed 29,088 households. Total households are estimated to be near 40,000 in 1966."

      If the CAP had used the census figures, it would have had great difficulty in carrying out an effective program. (The questionnaire is shown in Sample Survey No. 5 on page 30.)

2. The results of other surveys.

   Do NOT use information gathered in another survey to solve your own problem. The findings of a survey conducted in slum areas of New York City may be far different than those collected in similar areas of Paterson or Trenton.

   Do NOT use the results of a national survey to get local action. The United States Senate Subcommittee on the Health of the Elderly recently reported on a survey conducted by the Department of Health, Education and Welfare:

   A. Nearly half of all Americans suffer from at least one chronic disease.

   B. Seven out of every 10 people who are over 45 years old are afflicted.

   These are national statistics and cannot be applied to a community or a neighborhood. A local anti-poverty agency seeking a health services program can refer to these figures. But it cannot assume that nearly half of the people it serves suffers from at least one chronic disease, or that seven out of 10 people living in its area who are over 45 are afflicted.

   To get local action, you must have facts about your own problem. The way to get the facts is to conduct your own survey.

How Is A Questionnaire Constructed?

WHAT IS A QUESTIONNAIRE?

The form used to gather written information is an action survey questionnaire. It should contain a series of questions that have been carefully prepared. If you ask the right questions, you will get the information you want.

WHAT KIND OF QUESTIONS SHOULD BE ASKED?

Only ask questions that will provide you with information that you can use to solve your problem. Do NOT ask questions that only SEEM reasonable and somehow relevant to the solution you are seeking.

SHOULD THE QUESTIONNAIRE IDENTIFY THE PERSON ANSWERING QUESTIONS?

Usually, no. A person answering questions will offer better answers and candid opinions if he knows his answers cannot be traced back to him.

CAN YOU KEEP THE NAMES OF PEOPLE BEING INTERVIEWED CONFIDENTIAL?

Assign a number to the name of each person on your survey list. The interviewer should put the number—not the name of the person he is interviewing—on the questionnaire. The code sheet with the name and code numbers of those interviewed should be placed in a vault and destroyed when the survey is completed.

SHOULD YOU ASK A PERSON TO IDENTIFY HIMSELF?

If the person being interviewed needs immediate help or wants a service you can provide, try to get his full name and address. However, never force a person to identify himself. If he does not offer the information willingly, do not insist.

1. Emergency Cases. During a survey, you may find a person or a family who needs help immediately. (Report serious illnesses to the proper medical authorities.) As explained in Sample Survey No. 2 on page 24, the Federation of Neighborhood Councils in Paterson reported some 50 serious violations in a housing survey to the proper City officials immediately.
2. Requests for Services. When conducting a training or job placement survey, try to get the names of potential enrollees or candidates for jobs. As shown in Sample Survey No. 6, the Manpower Division of Community Progress, Inc. (CPI), New Haven, did this in a March 1966 survey. Their interviewers:
   - *A. Scheduled appointments at one of CPI's five Neighborhood Employment Centers for people who were seeking employment services, and*
   - *B. Recruited candidates for the Job Corps and Medicare.*

   Ask your interviewers to bring back the names and addresses of people who ask for help. Then, follow-up by referring them to the proper agencies.

WHAT MUST BE DONE BEFORE PREPARING SPECIFIC QUESTIONS?

1. Make a list of the topics that must be covered to solve your problem.
2. Make a list of the kind of information you must get.

If the streets in your area are littered with garbage, your list might include:

- *A. Which streets are located in the problem area?*
- *B. How often is garbage collected?*
- *C. If collection is not the problem, what is?*
- *D. How many families live in the problem area? How many children under 12?*
- *E. Have any serious health problems been created by the litter?*
- *F. Are enough garbage cans provided?*
- *G. Is the litter caused by the men collecting?*
- *H. Have previous complaints been reported? If so, to whom?*
- *I. Do people want action on the problem? If yes, what are their suggestions?*
- *J. What organizations do the people in the area belong to that can help?*

HOW DO YOU MAKE UP QUESTIONS?

Use both the list of topics and the list of kinds of information needed to make up your questions. Be certain that at least one question is included on each point in your lists.

WHICH QUESTIONS SHOULD BE ASKED FIRST?

1. The first few questions should:
   - . . . *be easy to answer.*
   - . . . *win the attention of the person you are questioning.*
   - . . . *put the person answering at ease.*
   - . . . *NOT be controversial.*
2. Each question should lead up to the next.
3. All questions about the same subject should be grouped together. Do not jump from one topic to another.
4. Group checklist type questions together.
5. Ask open end questions last.

WHAT KINDS OF QUESTIONS SHOULD BE USED IN A QUESTIONNAIRE?

The two types of questions that should be used for Community Action Surveys are outlined below. Most of the questions should be "Closed End"—but include a few "Open End" questions to give the person answering the opportunity of *expressing his opinion,* offering suggestions and/or ideas.

	Closed End Question	Open End Question
What Is It?	A question that gives people several different answers to choose.	A direct question that asks for recommendations or opinions.
EXAMPLES	Do you know how to use a voting machine? Yes ..... No ..... Does your apartment have hot water? Yes ..... No ..... Sometimes ..... Most of the time.....	What courses would you take if you could go to night school? ..... What do you think could be done to prevent crime in your neighborhood? .....
ADVANTAGES	1. Easy to answer questions. 2. Answers are easy to code and tabulate. 3. The answers are the kind you want.	1. Provides opportunity to offer suggestions. 2. Use answers to measure opinions and attitudes. 3. Encourages new ideas and solutions.
DISADVANTAGES	1. Forces people to choose one of your answers. 2. If you have not provided all the answers, person may choose nearest answer and your information will be inaccurate. AVOID PROBLEM by providing category for other remarks: Example: Why did you drop out of school? .....To get a job. .....Grades were poor. .....Did not like teachers. ..... Did not like school. .....Other reason. (Explain below.)	1. Takes more time to answer. 2. Difficult to tabulate and analyze. 3. Only skilled people can interpret.

HOW SHOULD QUESTIONS BE WORDED?

1. Each question must be simple, clearly stated and easy to answer. Instead of asking:
   "Did you use your privilege of voting in last year's primary election?"
   Ask:
   "Did you vote last April?"

2. Each question must ask for specific information in a useable form.
   Instead of asking:
   "Do you think an employer should not consider race or religion in hiring workers?"
   Ask two questions:
   "Should an employer consider race when hiring workers?"
   "Should an employer consider religion when hiring workers?"

3. Questions must be short and easy to understand.
   Instead of asking:
   "Because you cannot find a job in your own field, would you refuse to retrain for another non-skilled position."
   Ask:
   "Would you retrain for another kind of job?"

4. A question should answer only ONE idea.
   Instead of asking:
   "Are you self-employed or do you work for someone else?"
   Ask a checklist type of question:
   "Put an "X" in the proper place: Self-employed ☐ Employed by someone else ☐"

5. Do not ask questions that suggest or hint at the answer you want.
   Instead of asking:
   "You wouldn't use a day care center even if we had one, would you?"
   Ask:
   "Would you use a day care center?"

6. Do not ask "loaded" questions.
   Instead of asking:
   "Why haven't you visited your child's school?"
   Ask:
   "Do you visit your child's school? If yes, how often?"

SHOULD YOU ASK ANOTHER AGENCY OR GROUP TO REVIEW YOUR QUESTIONS?

It is good public relations to ask a related agency or one involved with your survey problem to review your questionnaire and to submit their own questions for your consideration. They may think of something you forgot.

HOW CAN YOU TEST A QUESTIONNAIRE?

Test your questionnaire BEFORE using it on target area residents. Ask staff workers and/or Board members to answer each question and to note any problems.

No matter how carefully you word a question, it may be misinterpreted by others. Examine your pre-test answers carefully. Drop or re-word a question if:

1. *Everybody has answered it the same way.*
2. *Most of the test answers are incomplete or marked "don't know."*
3. *People do not understand the question.*
4. *A number of people refuse to answer.*

If you cannot get a group to test the questionnaire, write down every possible answer that you could get to each question. If the answers are not what you are looking for, change or omit the question.

HOW LONG SHOULD A QUESTIONNAIRE BE?

The best questionnaire can be answered in less than 30 minutes. It is usually not more than six typewritten pages. Most people lose interest if the interview is too long. Ask only relevant questions. But tell the person as soon as possible about how much of his time you will want.

Checklist For Questions

Use this checklist after you prepare your questions. If the answer is NO to any one of the following questions, do NOT use the question as worded. Rewrite it. If that doesn't work, omit it.

1. **Is the question necessary?** Yes..... No.....
   In an action survey on housing, you don't have to get the age and sex of each child in a family. Just find out how many children under 12 live in a dwelling.

2. **Does the question ask for only one answer?** Yes..... No.....
   Do NOT combine two ideas in one question. Do not ask a husband, "Did you and your wife vote in the last election?" You are looking for two answers so ask two questions. "Did you vote in the last election?" "Did your wife vote in the last election?"

3. **Will the question you are asking get the answer you need?**
   Yes..... No.....
   If you ask a person if he favors adult education courses, his answer will not tell you if he will attend classes. Change your question to, "Will you attend adult education classes?"

4. **Do the people you are questioning have all the information they need to answer the question?** Yes..... No.....
   If you ask a mother if she would use a neighborhood day care center, be certain that she knows what such a center is and what services it offers.

5. **Does the question relate to the personal experience of the person being questioned?** Yes..... No.....
   If you are conducting an action survey on bussing school children, do not ask a general question like, "Do you approve of bussing children to school?" You will get a better answer if you ask, "Would you permit your child to be bussed to a school on the other end of town?"

6. **Are you certain that your question does not suggest a situation that does not exist?** Yes..... No.....
   If you are surveying hiring practices in a local school system that employs both men and women teachers, do not ask: "Do you think qualified male teachers should be hired by the schools in this city?" Your question implies that male teachers have not been hired.

7. **Has the question been worded to avoid embarrassment?** Yes..... No.....
   You may get a better answer if you ask a woman if she is over 35 years of age instead of asking her how old she is. This may also be true if you ask a person if his annual family income is "from $3,000 to $4,000" instead of asking how much money he makes.

Who Should You Ask?

Everybody involved in the problem you are trying to solve should be questioned. However, this would be too expensive and time-consuming if the number of people you must question is sizeable.

HOW CAN LARGE GROUPS OF PEOPLE BE SURVEYED PRACTICALLY?

Select a sample group of the total population you are studying. Carefully selected, the group will give you accurate information at a minimum cost of time and money. The method for selecting such a group is called sampling. The trick is to pick a small number of individuals to represent the entire group.

HOW CAN YOU PICK A SAMPLE GROUP?

The two ways of choosing a sample group

Arbitrary Selection:

Used when an interviewer picks the people he wants to interview.

Random Selection:

Used when the people to be interviewed are selected at random from an entire population.

HOW DOES ARBITRARY SELECTION WORK?

When an interviewer is permitted to choose the people he wants to interview, arbitrary selection is used. It is the best method to use if you are interested in questioning people who are at a specific place at a specific time.

Sidewalk interviewing is an example of arbitrary selection. It is a good method to use if you want to question people shopping at a particular store or using a neighborhood service center. Do not use arbitrary selection if you want a representative sample of the entire population.

HOW DOES RANDOM SELECTION WORK?

Random selection gives every person involved in your problem an opportunity of being counted in your survey. Start by getting a list of all the people you should interview. Then decide how many people on the complete list should be questioned. The following information tells how random selection works.

HOW CAN YOU GET A LIST OF FAMILIES TO INTERVIEW?

A prepared list of families or dwelling units in your survey area will be included in:

1. *A City Directory*
2. *Voter registration lists*
3. *Post Office records*
4. *State or municipal census records*
5. *Local Chamber of Commerce files*
6. *Tax assessor lists**
7. *Health or water department records**
8. *Local gas and electric company records**

A list of families or dwelling units should NOT be obtained from:

1. The United States Census which gives only summary or total figures and may be out-of-date.
2. A telephone directory which will not include all of the people you want to reach. They may not have telephones.

CAN A CITY DIRECTORY BE USED TO GET A LIST OF FAMILIES OR DWELLING UNITS?

Most City Directories have two sections:

1. *An alphabetical list of all adults and all business places.*
2. *A geographic list of people who live in each dwelling unit or work at each business.*

If you have a choice, use the geographic breakdown. It will give the name or names of each family living at an address. It will make no difference if a particular family has moved. Your sample will include the dwelling unit and the family living there at the time of the interview. Cross out all businesses listed.

If you use the alphabetical list of families, it will contain the names of each adult living in a family unit. Cross out:

1. *All but one person living in a dwelling.*
2. *All business representatives.*

HOW CAN A LIST OF PARTICULAR PEOPLE OR DWELLINGS BE OBTAINED?

If you need a list of particular people or dwelling units, check all the state, county, municipal and private agencies that might have one. Do not check one—check them all. Get as many lists as you can. Then carefully prepare a master list. Target area residents may be receiving services from more than one agency and their names may appear more than once.

Three examples of where to go for a survey list appear below.

Unemployed target area residents:

State Employment Office
Neighborhood Youth Corps Office
Vocational Rehabilitation Agency
Senior Citizen agencies
Welfare Office

***Check city and public utility records carefully to see if families or dwelling units in a building are listed separately or if the building is listed as one unit.**

Residents requiring health services:

Draft board
Public health departments and agencies
Hospitals and clinics
Mental health agencies
School nurses and doctors
All doctors and pharmacists in target area
Units of heart, cancer, tuberculosis and similar groups

Dropouts and/or juvenile delinquents:

School board
Police, family and juvenile courts
Probation and parole officers
Police associations
Neighborhood Youth Corps Office

Always check local churches, civil rights, social and/or ethnic organizations for a list of people you are seeking.

WHAT IF THE LIST YOU NEED IS NOT AVAILABLE—OR IS INCOMPLETE?

The list of people you are seeking may not exist. Or you may know that the lists you have gotten from local agencies are incomplete.

*"The Hartford (Connecticut) survey had as its purpose case finding of the unemployed and under-employed as well as their recruitment into job training programs . . . In the high poverty area where the family by family survey was undertaken, 1,771 new unregistered persons 16 and over needing employment were found—about 1 out of 4 persons interviewed."**

The best survey list is one you prepare yourself by canvassing the area involved.

IS THERE AN EASY WAY FOR CAPs TO CONDUCT A CANVASS?

A CAP with neighborhood service centers might assign the task of compiling a survey list to each center.

EXAMPLE:

A CAP surveying the need of a vocational rehabilitation program must question all handicapped people in its coverage area. The local Vocational Rehabilitation Office provides the CAP with a list of 20 handicapped people in its target area using their services. The CAP knows that there are more handicapped residents. Realizing that its action survey must involve the problems of the total handicapped population it serves, the CAP assigns each of its Neighborhood Service Centers the task of compiling a list of all handicapped people living in its area. When all of the centers return their lists, the CAP has a complete survey list and is ready to pick its sample group.

***POPULATION DATA AND COMMUNITY SELF SURVEYS FOR THE PLANNING AND OPERATING OF YOUTH WORK PROGRAMS by Joseph C. Lagey, Associate Professor of Social Work, New York University, published by the Center for the Study of Unemployed Youth, Graduate School of Social Work, New York University, June 1966.**

HOW MANY PEOPLE SHOULD BE QUESTIONED?

There are many complicated ways of determining the size of a sample group. However, the chart below can be used as a guide by any organization conducting an action survey. The figures provide for (1) errors in your survey list and (2) people who refuse to be interviewed. However, you must question at least 80% of the total number of people or dwelling units you have in your sample group to be accurate.

If you have a total of this many people or dwelling units on your survey list . . .*	. . . use this many people or dwelling units in your sample group*
100	80
200	133
300	171
400	200
500	222
700	255
1,000	286
3,000	353
5,000	370
10,000 or more	400

***THE COMMUNITY SURVEY, published by Iowa State University of Science and Technology, Cooperative Extension Service, November 1964.**

Who Should Ask The Questions?

The best action survey interviewers that you can hire are people who live in the area or neighborhood that is to be surveyed.

HOW MANY INTERVIEWERS SHOULD BE HIRED?

As a rule of thumb, you can expect one interviewer to complete 10 to 15 average questionnaires properly. Hire a few extra people to fill in for interviewers who drop out.

If you have 300 people to question, hire 25 to 30 interviewers.

WHAT QUALIFICATIONS SHOULD AN INTERVIEWER HAVE?

1. *The ability to read and write.*
2. *A pleasant personality.*
3. *Capable of carrying out instructions.*
4. *Neat and appropriate dress. (An interviewer who is dressed in slacks and a sport shirt carrying a pad and pencil will probably get better answers in a low-income area than the man wearing a suit and white shirt carrying an attache case.)*

If your survey area involves a large population that speaks a foreign language, interviewers should be able to speak the language.

Experience is helpful but not necessary. Each interviewer must be trained. It is as easy to train a qualified target area resident as it is to train a person with a higher income from the outside.

The non-professional target area resident has the experience of being poor. The neighborhood or area he is to survey is his home. He knows and understands the people, their traditions, their language and their values. He will not be considered a prying outsider and will probably get more useful answers than the well-educated, well-dressed interviewer. Be careful, however, that he does not attempt to answer all the questions *himself*.

MUST INTERVIEWERS BE HIRED ON A FULL-TIME BASIS?

No. Each interviewer should complete a certain number of questionnaires within a specific period of time—usually within a week. In most action surveys, an interviewer must talk with the head of a household—people who are usually home in the evenings or on weekends, not during the day. Students, mothers and men who want to earn extra money can be hired as interviewers and paid on an hourly basis.

DO ALL INTERVIEWERS NEED TRAINING?

Yes. It is necessary to train interviewers whether they have experience or not. The training should be designed to help the interviewers understand the need for doing the survey and the importance of carrying out their assignment well.

• WHICH QUESTIONS SHOULD BE ASKED FIRST
• HOW LONG SHOULD THE QUESTIONAIRE B
• DON'T TALK TOO MUCH
• HOW TO GET AC
HOW TO USE A SURVEY TO FIGHT POVERTY

HOW MANY INTERVIEWERS CAN BE PROPERLY TRAINED AT ONE TIME?

Not more than 20 people should be assigned to one instructor at one time. If you need help in setting up training, contact the New Jersey Community Action Training Institute, 413 West State Street, Trenton, 609—392-4111.

CAN MORE THAN 20 TRAINEES BE HANDLED?

General orientation can be presented to a group of 30 to 40 people at one session. But no more than 20 trainees should be in training sessions involving interviewing skills and how to use the questionnaire. If only one instructor is available, break the group up and schedule training sessions at different times of the day. If more than one instructor is available, each one can handle as many as 20 trainees.

HOW MANY TRAINING SESSIONS SHOULD BE HELD?

Needs vary, but one training session is usually sufficient. Devote two or three hours to training on the first morning interviewers report to work.

WHAT TOPICS SHOULD BE COVERED TO PREPARE AN INTERVIEWER FOR HIS JOB?

All of the following subjects should be included. Add other topics that you may need to carry out your action survey.

I. GENERAL INFORMATION

A detailed explanation of:

A. The purpose of the action survey. (Prepare a written statement that each interviewer can use to explain the purpose of the survey).

B. How the information will be analyzed and used to solve a problem.

C. The importance of the interviewer's job and a brief description of the work other people are doing on the same survey.

D. The problems an interviewer can expect. Tell your interviewers that:

1. *Survey supervisors have alerted the police, Chamber of Commerce and Better Business Bureau. Have people call these agencies if credentials are questioned.*
2. *A person with authority will remain at the office while they are interviewing. If a problem arises, instruct the interviewer to call the office.*

E. The need for completing all of the questionnaires. Tell your interviewers:

1. *That it is impossible to question all people involved in your survey.*
2. *How you selected the sample group of people that will be interviewed. This will help answer, "Why did you pick me to answer questions?"*

F. How to use their credentials. Prepare an identification card or letter of introduction for each interviewer showing:

1. *Who the interviewer is.*
2. *Who is conducting the action survey.*
3. *Why it is being conducted.*
4. *Why it is important for the person to answer all questions.*

G. What to do if the person to be interviewed is not at home.

Prepare cards that interviewers can leave if someone is not at home. The card should state why the interviewer wants to talk to the person and have a blank space that can be filled in showing the time the interviewer plans to return. Interviewers should go back at least three times before crossing a person off a list.

II. INTERVIEWING SKILLS

A. DESCRIBE THE JOB. The interviewer's primary responsibility is to get specific information from specific people. Explain the kind of skills that are needed to:

1. *Locate the person to be interviewed.*
2. *Enlist his cooperation by explaining the purpose of the interview and the importance of getting his answers.*
3. *Get the answers to each question.*
4. *Record the information properly on the questionnaire.*

B. THE QUESTIONNAIRE. A question-by-question review should be made of the entire questionnaire. Explain the reason for asking each question, the kind of answer you want and how you plan to use the information. Let the trainees question each other. As they ask each question, the instructor should interrupt and demonstrate how an interviewer:

1. *Introduces himself and starts an interview.*
2. *Encourages people to stick to the question and talk freely.*
3. *Handles prejudiced people.*
4. *Tells a person being questioned how he was chosen to be interviewed.*
5. *Assures the person that his answers cannot be traced back to him.*
6. *Properly records answers.*
7. *Makes an appointment with people who are difficult to find at home.*
8. *Handles a request that the questionnaire be left and picked up later.*

Tips For Action Survey Interviewers

BEFORE YOUR FIRST INTERVIEW:

KNOW YOUR QUESTIONNAIRE:

Study your instructions and each question carefully. Don't memorize each question. But understand and know each question well enough to ask it in a natural tone and to know if you have gotten the right answer.

FILL IN IDENTIFICATION INFORMATION ON THE QUESTIONNAIRES:

Put your name and the date of the interview on each questionnaire. It may be awkward to do this after a person agrees to answer your questions.

BE SURE YOU HAVE ALL INTERVIEW MATERIALS BY USING THE CHECKLIST BELOW:

- ☐ *Credentials*
- ☐ *Statement of purpose*
- ☐ *List of people or dwellings to be interviewed*
- ☐ *All the questionnaires*
- ☐ *Two or three pencils with erasers*
- ☐ *A clipboard or something else to write on*
- ☐ *A flashlight (after dark)*

DRESS PROPERLY

Be neat but inconspicuous. An interviewer wearing casual clothes will put the person he is questioning more at ease than an interviewer wearing a suit, white shirt and tie. Carry your materials in a folder—not a brief case.

DURING THE INTERVIEW:

DO NOT START THE INTERVIEW BEFORE THE PERSON OPENS THE DOOR:

You cannot interview anyone properly through a closed door. Try to get the door open by saying: "May I please show you my introduction (or credentials)?" If the door remains closed, try, "It is very important that I talk to you about housing (or other action survey) problems. Would it be better if I came back later or tomorrow? What time would be convenient?" If the door is still closed, try again the following day.

SOUND INTERESTED IN EACH QUESTION YOU ASK:

If you sound bored, the person answering will feel the interview is unimportant.

DON'T HURRY THE PERSON ANSWERING:

Give a person time to think the question over and consider his answer.

ASK THE QUESTIONS IN THE ORDER GIVEN ON THE QUESTIONNAIRE:

A great deal of effort has gone into listing the questions in a proper manner. Even if it does not seem logical to you, ask the questions as they appear on the questionnaire.

ANSWER EVERY QUESTION ON THE QUESTIONNAIRE

Do not leave any blank spaces on the questionnaire. Record the fact that a person refuses to answer or that he does not have an opinion. If the person cannot select a closed end answer, ask him why and record the answer he gives.

DO NOT USE ABBREVIATIONS OR TERMS THAT PEOPLE MAY NOT UNDERSTAND DURING AN INTERVIEW

If you mention the Neighborhood Youth Corps, do not use the letters NYC. If you want to talk about your CAP, say the full name of your agency or just "my organization." "CAP" may not mean anything to someone who does not work in the program.

DON'T TALK TOO MUCH

The best way to gain the confidence of the people you are interviewing is to get them talking about their own problems. Mention day-to-day things that they know about. If small children are around, a mother will certainly have an opinion about diapers. Once the person starts talking, the interviewer should listen. Do not offer advice unless you are asked —it may be resented.

DO NOT "FAKE" AN INTERVIEW

It is dishonest to fill out a questionnaire yourself without conducting an interview. Such action would result in inaccurate information being included in the final survey data and could defeat the entire purpose of the survey. Also, do not guess at an answer you are given. Make certain you understand what the person is trying to say.

Thank the person for answering your questions when the interview is over.

If they ask for the results of the survey, tell them you will make certain they get a final report.

NOTE TO SURVEY SUPERVISORS:
Mimeograph these tips. Give a copy to each interviewer. Discuss each tip in training sessions and suggest each interviewer carry it as a reminder.

What Should Be Done After All The Survey Information Is Gathered?

Use the information gathered by interviewers to solve your survey problem. To find what action you must take, first summarize and interpret the answers to all of the questions. There are many ways of doing this. However, the following method can be used by any anti-poverty organization to tabulate and analyze written action survey information. If you know a better way, use it. If not, follow the instructions carefully.

1. Check the answers to each question on all questionnaires.
2. Tabulate, summarize and interpret your answers as follows:
   A. Make a four column chart for each question.
   B. List all of the answers to the question on the left.
   C. Record the number of people who gave the same answers in the next column.
   D. Total all of the people who gave the same answers in the first right hand column.
   E. Determine the percentage in each category in the last column. Do this by dividing the total number of all the answers into the total of each answer. As shown in the sample chart below, 50% of the people who answered were unemployed. This was determined by dividing 40 into 20.

HOW SHOULD SURVEY INFORMATION BE INTERPRETED?

1. *Review each summary chart and list the conclusions indicated.*
2. *Group the charts related to a particular topic and summarize the finding.*

Charts on questions four and five may concern establishing a Neighborhood Day Care Center. The first question could ask if one was needed and the next might ask if the person answering would use it. Only parents of preschoolers were questioned.

Answers to the first question might show that 61% favored a Center, 30% did not and 9% did not know. This indicated the neighborhood was 2 to 1 in favor of a Center. But in answering the next question, the 61% who favored the center dropped to 43% when asked if they would use it. The 30% who did not favor the center climbed to 40%. And the 9% who did not know went up to 17% on the second question.

Weighing the answers to both questions, it would be difficult to definitely establish that a Day Care Center is needed and would be used. The conclusion you would probably reach is that the question cannot be answered properly until more information is provided to the parents in the neighborhood.

Sample

SUMMARY CHART FOR QUESTION I

QUESTION: What is your occupation?

ANSWERS GIVEN	NUMBER OF PEOPLE WHO ANSWERED	TOTAL	PER CENT
Self-employed	𝍸	5	12.5%
Wage earners	𝍸 𝍸	10	25. %
Unemployed	𝍸 𝍸 𝍸 𝍸	20	50. %
No answer	𝍸	5	12.5%
		40	100%

HOW MANY PEOPLE SHOULD DO THE TABULATING?

Two people should prepare summary charts. One person can call out the answer on the questionnaire while another records it on the summary chart.

HOW CAN "DON'T KNOW" ANSWERS BE INTERPRETED?

If 20 to 30% of the people answer a question with "don't know," it may indicate that the people answering did not have enough information to answer the question.

HOW CAN YOU FIND OUT IF THE ANSWERS SHOW A SIGNIFICANT DIFFERENCE OF OPINION?

If 52% of the people questioned in a sample group answered a question with "yes" and 48% said "no," it would be risky to say that there was a significant difference of opinion in the total number of people involved in your problem. It is difficult to establish any set rules on what constitutes a true difference in answers. However, for the purpose of this handbook, use the scale below to determine a significant difference:

If the total number of people in the sample group you question is . . .	It is safe to say a significant difference of opinion exists if the answers are split as follows:
100	If 60% have the same opinion and 40% have other opinions.
400	If 55% have the same opinion and 45% have other opinions.
1,000	If 53% have the same opinion and 47% have other opinions.

WHAT IF THE ANSWER IS NOT THE ONE NEEDED?

1. Frequently several answers are given to a question that requires only one. Take an average of all the answers to get the one that you need for your summary.

   If you have asked people how many times a week they shop at a local store, the answers may range from 2 to 6. To get the answer you need, take the mid-point. The answer you will use is that the people you have questioned shop at the store an average of four times a week.

2. In some cases, several answers to two questions must be summarized and averaged out to get one answer for your summary.

   A comparison of family incomes must be based upon an average hourly rate. A weekly salary is based upon a certain number of work hours and cannot be compared alone. Questionnaires usually ask for (1) the average weekly salary of each wage earner in a family and (2) the number of hours a week each person works to earn it.

   To find the average hourly income of all families questioned:

   a. Find the hourly income of each wage earner by dividing his average weekly pay by the number of hours he works to earn it. (If a person's salary is $84 a week for 42 hours of work, his hourly rate is $2.)

   b. Find the average hourly income of each family by adding the hourly rate of all wage earners in the family and dividing the answer by the number of people listed.

Wage Earners	*Hourly Rate*
1. A husband	*$2.10*
2. His wife	*1.00*
3. Their son	*2.00*
	$5.10

   Divide $5.10 by 3. The answer is $1.70—the average hourly income of the family listed above.

   c. Find the hourly income of all families questioned by adding the hourly income of each family and dividing the answer by the total number of families interviewed.

3. You may find closed end questions asking for a "yes," "no" or "don't know" answer circled both "yes" and "no." The person answering has apparently not made up his mind. In such cases, use "don't know" as the answer for your summary.

How Can Survey Information Be Used To Start Action?

HOW SHOULD SURVEY INFORMATION BE USED?

1. *Interpret the survey information gathered.*
2. *Prepare a written report that (1) proves the survey problem exists and (2) recommends a solution. The report should document your findings.*
3. *Present the written report to the person or the people who can solve your problem. If your action survey involves housing problems, do NOT present your report to a clerk in the housing office. Give it to the housing officer, inspector or the person in charge of housing in your city.*
4. *If the proper authorities fail to act on your problem, publicize your survey and its finding.*

WHAT INFORMATION SHOULD THE WRITTEN REPORT INCLUDE?

1. A brief summary of the survey. State the problem, the method that was used to conduct the survey, the major findings and suggested solutions.
2. Explain the survey problem in detail.
3. Describe:
   - *A. How the questionnaire was constructed.*
   - *B. Who you interviewed and how you selected the sample group.*
   - *C. How the survey information was gathered, tabulated, analyzed and interpreted.*
4. Summarize the survey information.
5. Suggest solutions to the survey problem and request action.
6. Attach a copy of the questionnaire and pictures or other documents that you have prepared.

HOW SHOULD THE REPORT BE PRESENTED?

Attach a cover letter to the report. The letter should (1) identify the group, organization, or people who conducted the survey, (2) state the survey problem clearly, (3) suggest action and (4) request immediate attention be given to your survey problem.

Deliver the report personally. If the person you are approaching is an official or a businessman, call his office first and request an appointment. Other members of the survey team can be invited to accompany you.

If you cannot hand deliver the report, send it by registered mail.

WHAT CAN BE DONE IF THE SURVEY REPORT IS IGNORED?

Give the person you handed the report to a week or 10 days to start action. If he has not contacted you at the end of that time, call him and ask what is being done about your survey problem. If you are not convinced that action has been started, focus public attention upon your action survey problem by publicizing your report.

HOW CAN THE REPORT BE PUBLICIZED?

1. NEWSPAPER STORIES:

   Prepare a news release about the survey, its findings and your efforts to get action.

   If you do not have someone who can write the release, call your local weekly and/or daily newspapers. Tell the editor about your survey and your unsuccessful efforts to get action on a critical problem. Arrange a tour for a reporter and a photographer (if your survey problem involves a good picture story such as housing violations, sanitation problems, etc.) Some newspapers might run a series of stories. The *Asbury Park Press* published a series on a survey conducted by the Monmouth County CAP in 1965.

2. PUBLIC MEETING.

   After the first story appears, schedule a public meeting. Invite all interested residents and the public officials or businessmen involved to discuss the survey, your findings and recommendations at the session. Announcement of the meeting should be given to the local newspapers and radio stations. A mimeographed invitation could also be put into the mail boxes of all residents in the survey area.

3. SPEAKERS BUREAU

   Create a speakers bureau by inviting community leaders or members of your CAP Board to talk about the survey at local organization meetings. Give each speaker three or four different 15 to 20 minute talks to use as sample speeches. The prepared texts should be designed to create an awareness of the survey problem, an understanding of your survey findings and a knowledge of the suggested action.

   Invite each religious, education, civic and service organization in your area to use one of your speakers at one of their meetings. Extend the invitation in a letter to club secretaries or program chairmen or in a news release announcing the creation of the speakers bureau. Every time a speech is presented, prepare an advance news release that the sponsoring organization can use to announce the talk. The release and a picture of the speaker should be given to the organization's publicity chairman at least 10 days before the speech is given.

4. GENERAL DISTRIBUTION

   Prepare a two to four page summary of your most important survey findings. Print or mimeograph the summary and put a copy into each mail box in the survey area. Make certain that each person questioned in the survey receives a copy of the summary.

   A copy of the summary should also be sent to local newspapers with a brief note telling how many copies were distributed, who they went to and why they were prepared.

COULD PUBLICITY CREATE PROBLEMS?

If it is handled properly, no. The advice or assistance of a professional journalist would be helpful but is not mandatory.

There are three problem areas that you should be aware of when publicizing survey results.

1. Be sure that the individuals who answered your questions or filled out your questionnaires cannot be identified. Their anonymity must be protected in all written reports, publicity and speeches.
2. Make certain that you can prove all survey answers that you make public.
3. Avoid misinterpretation by providing enough background material to back up the answers you publicize and by checking carefully to see that any recommendations you include are valid.

   Suppose 60% of the people involved in your survey felt that more legal services were needed. It may be that these services are now available to these people, but your organization and the people you questioned did not know it.

   A newspaper story stating your survey findings indicates more legal services are needed would be criticized by local lawyers and could alienate them from your entire program. It might also discredit other valid survey findings.

   Check out all recommendations with top officials or businessmen involved. If they endorse your suggestions, publicize their support and enlist their assistance in starting action.

Action Survey Checklist

There are many things to remember when carrying out an action survey. Use this checklist to keep track of your progress. Check off each step as it is completed.

STEPS

..... 1. Identify the action survey problem.

..... 2. Develop a master plan for the survey.

..... 3. Construct the questionnaire.

..... A. List the topics the questionnaire must cover.

..... B. Use only questions that will get answers that you can use.

..... C. Use the "Checklist for Questions" on page 10 for each question.

..... D. Pre-test the questionnaire.

..... 4. Select the names and/or addresses of the people who must be questioned.

..... 5. Recruit interviewers.

..... 6. Train interviewers.

..... 7. Edit completed questionnaires.

..... 8. Tabulate the answers.

..... 9. Interpret the survey information.

..... 10. Prepare a written report about your findings and recommendations.

..... 11. Present the report to the proper authorities.

..... 12. Wait ten days. If no action has been started at the end of that time, publicize the survey and its findings.

Action Surveys You Can Use To Fight Poverty

Several action surveys that have been used to fight poverty appear on the following pages. The questionnaires can be rewritten and used by anti-poverty organizations or target area groups in their own communities or neighborhoods.

To use the sample questionnaires:

1. *Follow the directions in the first part of this manual up to the section entitled: "How do you Construct a Questionnaire?".*
2. *Then carefully examine each question on the questionnaire you plan to use. Make certain the answer you get to each question will help you solve your survey problem. If you need answers to questions that are not in the sample, add your own questions—but be sure they appear in the proper place. If you cannot use the answer to a question, omit it.*

The name and address of each agency that sponsored the survey appears in each sample. You might send a copy of your questionnaire to the sponsoring agency and request their comments.

Some of the sample questionnaires do not provide enough space for the answer you need. When you stencil your questionnaire, leave enough space for each answer. If you use only one side of a sheet of paper, the other side can always be used for comments.

Sample No. 1

What Courses Should Be Taught In A Neighborhood Adult Education Program

The Community Action Training Institute is training target area residents who have been hired by CAPs as neighborhood aides. Trainees are getting on-the-job experience on how to survey a disadvantaged area to find out what kind of adult education the residents want and need.

The following questionnaire is based upon one used by eight aides working for Atlantic Human Resources, Inc., the CAP for Atlantic and Cape May Counties, to find out what courses target area residents wanted and when they should be given. The aides visited 2,722 homes and completed 1,197 interviews in low-income neighborhoods of Atlantic City, Pleasantville, Woodbine, Egg Harbor, Whitesboro, Ellwood, and Galloway Township.

The results of the survey helped the trainees develop and plan 12 adult courses—six in basic education, three in home sewing and alterations, one in typing, one in industrial sewing, and one a General Educational Development (GED) type course for persons interested in becoming licensed practical nurses. Ten are evening sessions and two classes are given during the day.

ADULT EDUCATION INTERVIEW

To Interviewer:

It is not necessary to talk to the head of the household. Talk to any adult living in the dwelling you must visit. Start by introducing yourself and identifying the group conducting the survey. Then state the purpose of the survey. Answer question one BEFORE you start the interview.

1. What is the address of the person being questioned?

Street ..... Apartment .....

2. The person answering question is: Male ..... Female .....

3. Marital Status: Married ..... Single ..... Widowed .....

4. Number of dependents .....

5. Age of person answering questions: (Check one).
   Under 20 years old ..... Between 30 and 60 years old .....
   Between 20 and 30 years old ..... Over 50 years old .....

6. Employment:
   Husband Unemployed ..... Employed ..... Earnings .....
   Wife Unemployed ..... Employed ..... Earnings .....

7. Do you get a pension, Social Security benefits or other income?
   Yes ..... No .....

8. Circle highest grade completed by husband; draw a square around highest grade completed by wife.
   1 2 3 4 5 6 7 8 9 10 11 12
   Other: ..... (Explain) .....

9. Have you attended any classes since you left school? Yes ..... No .....
   If yes, where? ..... What course did you take? ..... Did you complete the course?
   Yes ..... No .....

10. If the courses you want were offered in your neighborhood, would you attend classes? Yes ..... No .....

11. What kind of course would you take? (List in order of preference)
    1. ..... 2. ..... 3. .....

12. What hours can you attend class? During Day .....
    Evening .....

13. What day of the week can you attend class? .....

14. Would you like us to notify you when the courses begin? Yes .....
    No ..... If yes, please give me your name: .....

Comments of Interviewer: .....

.....

Additional information can be obtained by writing or calling:

Paul G. Tuerff, Director
Atlantic Human Resources, Inc.
427 Atlantic Avenue
Atlantic City, New Jersey
609—348-4131

Sample No. 2

An Action Survey On Housing Violations

The Federation of Neighborhood Councils in the City of Paterson launched a drive to eliminate housing violations in August, 1966. The campaign started with a survey of housing conditions in the City's target areas. The Federation, a part of the Paterson Task Force for Community Action, publicized its attack on housing violations in English and Spanish in its newspaper, THE PATERSONIAN.

The task of interviewing went to 30 neighborhood aides scattered throughout the City. They interviewed more than 250 tenants and found more than 100 housing violations. Some 50 serious violations were considered emergencies and were submitted by the Federation to the proper City officials immediately. All of the findings are now being compiled for a final report to the Mayor.

The following printed instructions were given to all interviewers. (The first paragraph tells each interviewer that the information they gather will be used to obtain a rent control ordinance for the city under a new state law.)

HOUSING SURVEY INSTRUCTIONS

Your assignment is to assist the Federation in obtaining facts on any and all housing violations in our City. If possible, the information will be used to obtain a Rent Control Ordinance. The data you gather will be studied, then compiled so that necessary steps can be taken to rid the City of one of its most corrupt evils, that of slum housing and slumlords.

To successfully carry out your assignment, carefully read the following paragraphs:

Procedure

1. *Locate the exact boundary which you will be covering. This will be given to you by your Organizer.*
2. *List all dwellings in your boundary. Begin listing at one point and continue in a clockwise direction.*
3. *List all dwelling units, regardless of structure—such as store front homes, rooming houses, hotel living quarters that are occupied by permanent residents and have cooking facilities.*

Be Sure to Cover the Entire Area

4. *Be sure not to miss units that might be reached by side or rear entrances and alleys. Some units might not have door bells or name plates. Inquire of neighbors or in a store nearby.*

List all Dwelling Units in Systematic Order

5. *Check each structure where there may be more than one dwelling unit. Include all vacant dwellings intended for occupancy.*
6. *If there is no number on a single dwelling, describe it. Look for something that will distinguish it from the rest, in order that it can be located readily.*

List All the Addresses of Each Dwelling In Full Detail

7. *If you or another person must return to the area, your description should clearly tell which dwelling is meant.*
8. *For more than one unit, such as apartment or housing development, at the same address, use:*

   123 Magnolia Street front
   123 Magnolia Street rear
   First floor or second, etc.
   1-A, 1-B, 2-A, 2-B, etc. for apartments.
   Where basements are used, please state.

9. Try to complete each interview the first time. Avoid unnecessary return visits.
   1. *Make every effort to complete an interview the first time you find the prospective respondent at home.*
   2. *Do not be too easily put off by the person who says he is busy. This may be an excuse. Before agreeing to return, try to complete the interview if you think the person can afford the time. Say the interview will be interesting and is important. When a person is not home, find out when he will be home and time your call back accordingly. Ask a close neighbor when your respondent might be contacted. If you learn that the respondent works weekdays from 9 to 5, your call back must be made after 5 p.m. or on a Saturday.*
   3. *Plan to interview in the late afternoon, evenings and weekends. This is a good time to contact persons who are away from home during the day.*

Name of Interviewer ..... Block No. .....

Date of Interview ..... House No. .....

Apartment No. .....

Section A—Social Characteristics

List the names of ALL persons living or staying in this house, or with this family, on July 18, 1966, including those who usually stay here who have no other home:

	Name: Last First Initial	Kin to Head of House	Male or Female	Race	Single Married Separated Divorced Widow	Birth Month Year	In What Country Born	Highest Grade In School	Now Enrolled In School	Served In Armed Service
(head)	1	(head)								
	2									
	3									
	4									
	5									
	6									
	7									
	8									
	9									
	10									
	11									
	12									

SAMPLE ONLY. Actual form should be 8½ x 14".

Housing Violations
Survey by Listening

WE ARE INTERESTED IN ALL KINDS OF SICKNESS IN YOUR FAMILY:

1. Have you or any one in your family been sick or injured at any time during the last week? Yes ..... No .....
   (a) Who? Names ..... (b) What was the matter? .....

2. Have you or any one in your family been sick or injured at any time during the last year? Yes ..... No .....
   (a) Who? Names ..... (b) What was the matter? .....

3. Do you or any one in your family have any ailments or sicknesses that have held on for a long time? Yes ..... No .....
   (a) Who? Names ..... (b) What are they? .....

4. Is there any grown person in your family who cannot work because of sickness? Yes ..... No .....
   (a) Who? Names .....

HOUSING CHARACTERISTICS

1. How many bedrooms are in your house or apartment?
   Circle: 0 1 2 3 4 or more

2. How is your house or apartment heated?
   Circle: room heater; kitchen stove; hot air; steam or hot water; floor furnace; electric; not heated.

3. Do you have a private bathroom in your house or apartment?
   Circle: Yes No If no, how many familes share the bathroom? .....

4. Is this house or apartment, or part of it:
   Circle: owned; rented; being bought; lived in without payment.
   (a) If owned or being bought, how much do you think this place would sell for? .....
   (b) If rented, what is the monthly rent? .....

5. When did the family (or individual) move into this house?
   Circle: 1966; 1965; 1964; 1963; 1962; 1961; 1960; Earlier

6. Do you have a (circle): television; radio; automobile (year) .....
   telephone; dryer; refrigerator/freezer; washing machine; piano; record player; air conditioner.

7. To be filled out by interviewer:
   Number of housing units in building (by observation). Circle:
   Detached; Attached; 2; 3 to 4; 5 to 9; 10 to 19; 20 to 49; 50 or more.
   Does this building have:
   Circle: 3 stories or less; 4 stories or more; elevator or walk up.
   Is this house built:
   Circle: with a basement; on a concrete slab; in some other way.

ECONOMIC CHARACTERISTICS

For ALL members or individuals over 14 years of age

Last Name and Initial	Worked Last Week Yes No	If no, Looking for work Yes No	Kind of work occupation	Kind of Business Industry	Name of Employer	In What City	How much money was made in 1965
A							
B							

In 1965, Amount of Money Received from

	Last Name & Initial	Social Security	Pensions	Unemployment Compensation	Welfare	Other (Specify)
A						
B						
C						

SAMPLE ONLY. Actual form should be 8½ x 14".

For additional information, write or call:
Joseph Ford, Program Analyst
Federation of Neighborhood Councils
367 Broadway, Paterson
201—271-7400

Sample No. 3

"Mostly You Listen"

The creation of a multi-purpose center in the densely populated poverty area of Cardozo, Northwest Washington, D. C., was started with a unique "listening" survey of the attitudes and opinions of the poor. How the survey was used to determine action and to mobilize the community was told by James Gibson in the December 1966 issue of COMMUNITIES IN ACTION, published by the United States Office of Economic Opportunity. The following is a brief summary of Mr. Gibson's story.

BACKGROUND INFORMATION:

Mr. Gibson was part of a task force of eight social workers to the President's Commission on Juvenile Delinquency and Youth Crime—a project that became part of the war against poverty. In 1964, the task force was assigned to the Cardozo area (1) to find out what the poor felt they needed to help them help themselves and (2) to establish a neighborhood center that would provide a facility for the opportunities that would be needed. The urban target area was located some 20 blocks from the White House—but it was described as a wasteland where crime and unemployment were critical problems.

SURVEYING BY "LISTENING":

Task Force members began their assignment by surveying the wants and needs of local residents by listening. They "hung" around pool rooms and street corners to hear what the people had to say. What they heard gave them all the information they needed to draft a program.

MASS MEETINGS PROVED DISASTROUS:

Neighborhood residents were invited to mass public meetings. The turnout was excellent but the sessions were failures. With the poor came a good number of middle-class professionals who took over the meetings, out-talked their less fortunate neighbors and antagonized the very group the Center was trying to serve.

What Mr. Gibson heard at the meetings proved that local leaders, who had been accustomed to speaking for the poor, had only succeeded in alienating them. To speak directly to people with poverty problems, the Task Force held small meetings of no more than 15 people

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Mr. Gibson was involved in creating the Cardozo Neighborhood Center Number Two, a multi-purpose center of United Planning Organization, the District of Columbia CAP. He was the first center director. After serving a year, Mr. Gibson became a planner with the Potomac Institute in Washington, D. C.

in the homes of the poor. There the poor spoke comfortably in familiar surroundings, spoke out and offered ideas. Indigenous leaders, who were vital to community organization, began to emerge.

While the support of middle-class leadership was sought in every possible way, an effort was made to prevent the group from overwhelming and limiting the active participation of the people using the Center.

MILITANT CIVIL RIGHTS WORKERS CAN MAKE POOR COMMUNITY ORGANIZERS:

Cardozo is a Negro community. To get instant involvement, Mr. Gibson said that "angry but sincerely concerned" civil rights workers were sent into the neighborhoods to "arouse the people" to come to the Center.

Mr. Gibson wrote: "I hoped they'd be catalysts but they would go among a group of unemployed, unskilled Negro male adults using race pride and militancy as prods and get absolutely nowhere . . . Guys on the corner would listen to all these embryonic Malcolm X's and then ask, 'Can you get me a job today? That's what I need right now.' "

On the other hand, Mr. Gibson said female non-professionals produced excellent results in community organization. He reported that the women could organize complete blocks of some 300 or more people by visiting homes, talking about day-to-day problems—while civil rights oriented male workers had difficulty bringing six people into the Center at any given time.

The experience resulted in Mr. Gibson realizing that "money—or the hope of the same, took precedence over politics, at least in urban American slums."

BUREAUCRACY CAN MAKE NON-PROFESSIONALS LESS EFFECTIVE:

Mr. Gibson advises multi-purpose center administrators to (1) hire non-professionals and (2) listen to their ideas because they "represent the thinking and life-style of the neighborhood." But he warns against poor non-professionals being consumed by bureaucracy. Once the indigenous worker gets a deserved promotion, Mr. Gibson says he may lose personal contact with the people he came from—and his "direct knowledge of how things are."

CONCLUSION:

The Cardozo center program was developed by the following survey technique:

1. *The investigation was made by listening to the poor who would use the services of the Center.*
2. *The survey findings were what was heard. It provided the information needed to develop a program.*
3. *When the poor complained or failed to react, program policy was changed.*

Throughout the survey, constructive listening determined action.

Sample No. 4

Do The Poor Pay More For Prescription Drugs?

A Citizens Committee for Metropolitan Affairs conducted an intensive six month survey on the prices that pharmacists charge for prescription drugs in New York City. The Committee publicized its findings on October 19, 1965:

1. *Prices for identical drug prescriptions varied as much as 820% in different parts of the City.*
   The biggest price difference discovered by the Committee involved a drug that is used to treat rheumatic ailments and arthritis. It was bought under its brand name, Meticorten, at one drug store for $11.50—and later bought under its medical name, Prednisone, at another drug store for $1.25.
2. *Brand name drugs in Negro poverty areas cost 16% more than in white poverty areas.*
3. *Brand name drugs in Negro poverty areas cost more than the same drugs cost in upper income white areas.*
4. *Most people do not know that drug prescription prices are NOT standardized.*

The Committee's report outlines how the survey was conducted.

SURVEY AREA:

Twelve selected areas of Manhattan—three poor white neighborhoods, three poor Negro neighborhoods, three middle-income neighborhoods and three upper-income neighborhoods.

SURVEY OBJECTIVES:

To find out if the poor pay more for prescription drugs and to find out if drugs bought under a brand name cost more than their generic counterparts that fulfill identical medical requirements.

DRUGS STUDIES:

With local medical associations, the Committee prepared a list of the 100 drugs most used for lifesaving or terminal illnesses. A panel of local medical experts then selected 10 drugs that were most often purchased and used in the survey areas. The Committee chose three of the ten drugs for the survey study.

1. *Tetracycline hydrochloride (brand name —Achromycin) is used as a lifesaving antibiotic to treat routine and emergency infections.*
2. *Reserpine (brand name—Serpasil) is used to treat high blood pressure.*
3. *Prednisone (brand name—Meticorten) is used to treat rheumatic ailments and arthritis.*

PHARMACIES:

The Committee selected two drug stores in each survey area—one a chain store and the other privately owned.

BUYERS:

Each drug was actually purchased by volunteer workers from the Harlem Domestic Peace Corps of Associated Community Teams and by members of the Committee.

SURVEY METHOD:

Different people bought brand name and generic counterparts of each drug at each drug store. Receipts for each purchase were returned to the Committee and labeled. A record was made of six purchases at all 24 drug stores.

RESULTS:

In the Committee's final report, it illustrated the following survey findings in chart form:

1. *When the prices of all 144 purchases (6 purchases at 24 drug stores) were compared, brand name drugs cost 126% more than their generic counterparts. Meticorten cost 230% more than Prednisone. Serpasil cost 143% more than Reserpine. Achromycin cost 45% more than Tetracycline.*
2. *An average price was determined for all of the drugs purchased in each of the 12 survey areas. The results were:*
   A. *The middle income white areas charged an average of $17.49 for the prescription drugs—more than the other three survey areas.*
   B. *The poverty income Negro areas charge an average of $15.30 for the drugs.*
   C. *The upper income white areas charged $15.15.*
   D. *The poverty income white areas charged $12.94.*

   The average price for all three Negro poverty areas was higher than the average price in the three upper income areas.
3. *The overall average showed drug prices were 18% higher in Negro poverty areas than they were in white poverty areas. The median income per annum of both the Negro and white poverty areas studies was less than $3,000 per family and unrelated individuals.*

FINAL REPORT:

The Committee's final report showed tables that designated the 12 geographic survey areas, their actual population, the racial concentration in each area and the median income per family and unrelated individuals. One table had the address of each pharmacy visited with the price that was paid for each of the six purchases. The names of each buyer are also listed.

RECOMMENDATIONS:

The major recommendations offered by the Committee were that:

1. *The City of New York adopt legislation requiring a druggist to quote the cost of prescription before filling it. The Committee said such a ruling would at least permit the customer to shop around for the lowest price on prescription drugs.*
2. *The United States Congress be strongly urged to resume drug hearings through appropriate committees and that such investigations address themselves to the reasons for high prices of brand name drugs.*
3. *The Committee would compile a price list of brand name drugs and their generic counterparts. The list would also include the safety of generic drugs. The information would be passed on to the local medical community with a recommendation that all physicians prescribe generically wherever possible.*

SPONSORING AGENCY:

The Citizens Committee for Metropolitan Affairs is a non-profit civic foundation located at 140 Cedar Street, New York City.

NOTE:

The Committee gave all of the drugs purchased to the Medical Committee for Human Rights in Mississippi when the survey was completed.

Sample No. 5

Where Should Area Service Centers Be Established?

Ocean Community Economic Action Now, Inc. (O.C.E.A.N., Inc.), the Ocean County CAP, surveyed its target areas to find out where area service centers should be located and what services each center should offer. The survey information was used to plan five centers in the following sections of the county: Lakewood; Toms River to service the central part of the county; Jackson to service the northwest part of the county; Manahawkin to service the southern part of the county; and Point Pleasant to service the northeastern part of the county.

The final survey report stated: "Ocean County has changed in the past 20 years from a seaside-rural section to the fastest-growing year-round residential area of the State." The report went on to say that the county's population had increased an estimated 70% since the 1960 Census had been taken; that more than 10,000 households had been added to the County since 1960; and that the County had experienced a large influx of senior citizens without dependents during the past six years.

The survey was a preliminary study of the major poverty problems that existed in the municipalities of Ocean County. It was completed in early May 1966. Three months later, the CAP had established and was operating the first three area service centers in locations accessible to some two-thirds of the county's estimated 153,298 population. The community action organization was also making final plans for the opening of the other two centers.

The questionnaire used by the Ocean County CAP was similar to one used by Burlington County Community Action Program, Inc. to determine what kind of services target area residents wanted and needed.

The printed instructions to interviewers and the questionnaire used by O.C.E.A.N., Inc. appear on the following pages.

SURVEY SUGGESTIONS FOR INTERVIEWS

Interviewer .....

The objective of this interview is to determine the dimensions and locations of poverty in this county. By so doing, Ocean Community Economic Action Now, Inc. will be able to determine the needs of the poverty-stricken and will develop programs to help alleviate these conditions. It is necessary for O.C.E.A.N., Inc. to have this information to do an effective job in helping people with lower incomes help themselves.

1. Go in teams of two.
2. Be friendly, smile.
3. Identify yourself immediately and make sure the person understands why you are there. Explain the programs of O.C.E.A.N., Inc. available to them.
4. Do not show shock or surprise at anything you see. Find something to praise.
5. Assure and reassure the person that the personal information he gives is confidential.
6. Preface each question with brief explanation, i.e. We are very concerned about the lack of good paying jobs in the community. What kind of work does your husband do?
7. Keep encouraging them. Praise and sympathize, but do not commit *yourself* in any way. Phrases like "uh-huh" and "Yes, I know what you mean" will keep them talking.
8. Listen closely to what they say. You may get answers to other questions without having to ask.
9. When you are through, thank them warmly for their help.

10. Remember this is a survey designated to determine the needs of the people in the community as expressed by them and not what you feel is needed. Take time to answer questions asked.

11. Things to write down after you leave the house.
General impression of:
Hygiene .....
Physical Condition of Family .....
Attitudes: Friendly ..... Hostile .....

Tell parent(s) there is no charge for programs. However, their obligation is to attend meetings and to help set policy, etc.

Does the family need OEO programs? And if so, specify which programs would be most beneficial.

Comments: .....

BASIC INFORMATION

Answer this question before you start the interview:
What is the address of the person you are questioning?
Street ..... Apartment .....
The person you are questioning is: Male ..... Female .....

PERSONAL INFORMATION

Do you:
Own your own home ..... Live with relatives .....
Rent your home ..... Other (Explain Below) .....
Live with parents ..... Other .....
How long have you lived here? Years ..... Months .....
Where did you live before? City ..... State .....
Have you been unable to work because of illness in the last five years?
Yes ..... No .....
If yes, how many weeks were you unable to work? .....
If yes, what kind of illness kept you from working? .....

FAMILY

Names of people in household			
Ages			
Dates of birth			
Type of work			
How long on this job			
Weekly wage			
Weeks worked this year			
How long live in the community			

How many people depend on you for all of their support? Over age 21 (number) ..... Under 21 (number) .....
(To be answered only by mothers with children who need day care).
If you attend training sessions, is there someone who could care for your children? Yes ..... No.....
If you need day care services, would it be: All day ..... In the morning .....
In the afternoon ..... After school ..... Other times .....

SUPPORT

What sources of income do you have at present? (Check correct spaces.)
Full time job ..... Part time job ..... County Welfare ..... Municipal Welfare ..... From parents ..... From other relatives ..... Social Security ..... Unemployment compensation ..... Other .....
What is the total amount of your income? (Check correct space).
Less than $1,000 per year or less than $19.23 per week ..... Between $1,000 and $2,000 per year or between $19.23 and $38.46 per week ..... Between $2,000 and $3,000 per year or between $38.46 and $57.63 per week ..... Between $3,000 and $4,000 per year or between $57.63 and $76.90 per week ..... Between $4,000 and $5,000 per year or between $76.90 and $96.15 per week ..... More than $5,000 per year or $96.15 per week .....

EMPLOYMENT

Are you working now? Yes, full time ....., Yes, part time .....
No ..... What is your last or present job? .....
Dates of employment: From ..... To .....
Employer: .....
Place of work: .....
Pay: $..... per ..... Number of hours per week: .....
Number of weeks per year: .....
Were you ever in military service? Yes ..... No ..... If yes, what Branch? ..... What was your grade at discharge? .....
What were your duties? .....
Have you ever applied for a job at the State Employment Service? Yes ..... No ..... If yes, how long ago did you last visit the State Employment Service Office? Under 1 month ..... 1-3 months .....
3-6 months ..... 6 mo.-1 year ..... 1-2 yrs. ..... Over 2 yrs. .....
If needed for work, do you have: Drivers License — Yes ..... No .....
Tools — Yes ..... No ..... License — Yes ..... No ..... Automobile — Yes ..... No ..... Truck — Yes ..... No .....

EDUCATION

What was the highest school grade completed by members of household? (Do not include those presently attending school.)

Name	*Grade Completed*
.....	.....

Would you be interested in attending classes in order to obtain a High School Equivalency certificate? Yes ..... No .....
Have you had any other type of training? Yes ..... No ..... If yes, give type (MDTA, Military, etc.); kind (Welding, Typing, etc.) and date completed. .....

TRAINING CHOICES

Training choices for men:
Circle the job that you would most like to train for:

1. Machinist
2. Cabinetmaker
3. Sheet Metal Worker
4. Automobile Mechanic
5. Refrigeration Mechanic
6. Welder
7. Electrician
8. Pipefitter
9. Auto Body Repairman
10. Painter
11. Meat Cutter
12. Baker
13. Chef
14. Waiter
15. Building Maintenance Man
16. Landscape Nurseryman
17. Plumber Apprentice
18. Radio and TV Repairman
19. Draftsman
20. Engineering Aide
21. Business Organization and Management

22. Others? (Please list.)

Training choices for women:
Circle the job that you would most like to train for:

1. Key-punch Operator
2. Stenographer
3. Clerk-Typist
4. Bookkeeping Machine Operator
5. Data Processing
6. Nurse's Aide
7. Waitress
8. Others? (Please list.)

TRAINING AVAILABILITY

If the training were given within 20 miles of your home, could you attend from: A. 8 a.m.- 4 p.m. ..... B. 3 p.m.-10 p.m. ..... C. 11 a.m.-7 p.m. .....
Which of these times would be *best* for you? A. ..... B. ..... C. .....
What problems would you have in attending from 8 a.m.-4 p.m.? .....
What problems would you have in attending from 3 p.m.-10 p.m.? .....
What problems would you have in attending from 11 a.m.-3 p.m.? .....

OTHER QUESTIONS

(The following question should be answered by *unemployed* people only.)
Do you think you can get a full-time, permanent job? Yes ..... No .....
If no, why not? .....
(The following questions should be answered by *seasonal workers* only.)
Do you think you can get a permanent, year-round job? Yes ..... No .....
If no, why not? .....
Would you attend classes on the following subjects? (Check each topic listed). How to buy good food for less money. Yes ..... No ..... Child care and guidance. Yes ..... No ..... How to make improvements in your own home. Yes ..... No .....
What other courses would you participate in if classes were held in your neighborhood? (List in order of preference.) .....
Do any children in your home have health problems? Yes ..... No .....
If yes, explain the problems and the age of each child involved. .....
What things do you think the war on poverty ought to work on the most?
Would you attend neighborhood meetings to discuss the anti-poverty program? Yes ..... No .....
If you would like to know the results of this survey and when the programs we discussed will start, please give me the following information:
Name ..... Age .....
Last First Middle
Address .....
Number or Road Street
.....
Township or City
Telephone where you can be reached: .....
Is this: Your own phone? ..... Phone where message can be left? .....
I hearby certify that the above information is correct.

....
Signature of Interviewer Date the Interview is completed

Additional information can be obtained by writing or calling:
Lt. Col. Robert L. Tarver (Ret.), Executive Director
O.C.E.A.N., Inc., 38 Main Street, Toms River, New Jersey
201—244-5333-4

Sample No. 6

An Action Survey On Training And Job Placement

The Manpower Division of Community Progress, Inc. (CPI) New Haven, Connecticut, launched an intensive Inner-City Manpower Survey 28 months after it had opened five neighborhood employment centers in the City.

The centers had provided vocational counseling, skill training and job placement services to more than 7,500 people when the survey was started in March 1966. The purpose of the study was (1) to reassess the training and job placement needs of the community and (2) to solicit the opinion of each inner-city resident regarding the quality and comprehensiveness of the services offered by the centers.

In addition to gathering information, the interviewers (1) scheduled appointments at the centers for people who were seeking employment services, and (2) recruited candidates for the Job Corps and Medicare. All interviewers completed a course on community resources and were well informed on New Haven's educational, health, legal, employment and housing programs and services.

The questionnaire was designed to obtain the following additional information:

1. *Characteristics of the inner-city population and how it has changed since the 1960 Census.*
2. *The number of people eligible and seeking the centers' services and the number of people who have been reached by the centers.*
3. *Nature and extent of unemployment and underemployment in inner-city New Haven.*
4. *Characteristics of the employed inner-city population.*
5. *The size and characteristics of the City's poverty population.*

For additional information, write to Community Progress, Inc., 270 Orange Street, New Haven, Connecticut.

THE CPI MANPOWER INNER-CITY SURVEY

Date: ..... Identification Number: .....
Quadrant ..... X ..... Y ..... Sub-quadrant ..... Block ..... Address .....
Apt. No. .....

1. Number in household .....
2. Number 14 years and older .....
3. Ethnic group (by observation) W ..... N ..... PR ..... Other .....
4. Principal language in home: English ..... Spanish ..... Italian ..... Other .....

FOR ALL 14 YEARS AND OLDER:

	Head of household	Other	Other
5. Age (years)			
6. Sex (M., F.)			
7. (a) Working full-time			
(b) Working part-time			
(c) Not working			
8. (a) In school (day)			
(b) Out of school			
(c) In training program			
9. (a) Seeking full-time work			
(b) Seeking part-time work			
(c) Not seeking work			
10. If unemployed, months			

FOR HEAD OF HOUSEHOLD ONLY:

11. Place of Birth: .....
12. Highest paying job ever held: (a) job duties: .....
    (b) pay $...../week
    (If Head of Household Employed Full-Time)

13. How did you find out about your present job: (a) answered want ad ..... (b) visit to employer ..... (c) CSES ..... (d) CPI ..... (e) private employment agency ..... (f) friend ..... (g) relative ..... (h) other .....
14. Working conditions satisfactory: Yes ..... No .....
Comment: .....
15. Chance for advancement: Yes ..... No .....
Comment: .....
16. Months unemployed in last year, if any: ..... months.
17. How long have you been on present job: ..... years ..... months.
18. No. of grades completed: ..... Grammar ..... High School ..... College ..... Technical
19. Have you ever applied to CSES: Yes ..... No .....
20. Have you ever applied to CPI (NEC): Yes ..... No .....
21. Union member: Yes ..... No .....
22. Are you trained in a skill? Yes ..... No ..... Which? .....
23. Does present job use your highest skill: Yes ..... No .....
24. If NO, are you looking for other work using higher skill:
Yes ..... No .....
(If Head of Household is unemployed or employed part-time. For employed part-time, emphasize that questions refer to FULL-TIME employment.)
25. What was the last job you applied for: .....
26. How many months ago was that: ..... months.
27. How many times have you applied for job in the past month? .....
28. How have you gone about looking for work: (a) answered want ads ..... (b) visited employers ..... (c) visited CSES ..... (d) visited CPI ..... (e) asked friends ..... (f) private employment agency ..... (g) asked relatives ..... (h) other .....
29. Grades completed: ..... Grammar ..... High School .....
College ..... Technical .....
30. Applied at CSES: Yes ..... No .....
31. Applied at CPI (NEC): Yes ..... No .....
32. Union Member: Yes ..... No .....
33. Are you trained in a skill? Yes ..... No ..... Which? .....
34. Do you feel there are obstacles to your getting a job? Yes ..... No .....
35. If YES, what do you feel are the principal obstacles?
(Number in order)
a. .....inadequate education
b. .....lack of job skills
c. .....legal, law problems
d. .....health, disability
e. .....debts, economic
36. Other obstacles: .....

HOUSING AND NEIGHBORHOOD:

37. Ownership of dwelling: (a) ..... owned (b) ..... private rental (c) ..... public housing (d) ..... other
38. Number of rooms: .....
39. Monthly rent or carrying charges $...../month.
40. Years in New Haven: ..... years ..... months

41. In present neighborhood: ..... years ..... months

42. What do you think of the neighborhood you live in: (a) ..... like (b) ..... neutral (c) ..... dislike.
Comments, specifically: .....

43. What specific complaints do you have about the housing? .....

AGENCY CONTACT:

44. Have you heard of Community Progress, Inc.? Yes ..... No .....

45. If YES, in general what do you think of CPI: ..... like ..... neutral ..... dislike. Comments: .....

46. Have you or your family had contact with any CPI programs or services? Yes ..... No ..... Which? .....

47. If YES, (a) How do you feel you were treated by CPI staff? (1) ..... good, special effort made (2) ..... fair treatment (3) ..... poor treatment, no effort
(b) How effective do you think CPI programs and services are? (1) ..... effective, well managed (2) ..... average programs (3) ..... poor programs, poorly run

48. Have you or your family had contact with other community agencies or organizations? Yes ..... No ..... Which? .....

49. Have you or your family had contact with any educational programs in New Haven? (1) ..... Headstart (2) ..... Community School programs (3) Neighborhood Library (4) ..... Other .....

50. Are you or your family receiving any financial assistance from any agency: Yes ..... No ..... (If your answer is yes check below.)
(1) ..... Unemployment Compensation (2) Workman's Compensation (3) ..... City Welfare (Public Asst.) (4) ..... Social Security (5) ..... State Welfare (incl. ADC) (6) ..... Private Agency, or church assistance (7) ..... Other .....

TO FILL OUT AFTER INTERVIEW:

1. Was the interview easy or difficult? .....
If difficult, why? .....

2. Check applicable items? (1) ..... Respondent answered all questions (2) ..... Respondent answered some questions (3) ..... Respondent refused to answer any questions (4) ..... No one home after three attempts

3. Was the respondent frank with you:
(a) in general: Yes ..... No ..... Comment: .....
(b) about CPI: Yes ..... No ..... Comment: .....
Interviewer's comments about housing: (1) ..... sound (2) deteriorating (3) dilapidated. Comments: .....
Did you refer the respondent to any CPI services, or provide any services directly? Yes ..... No ..... If YES, which: .....
Any other comments about interview, conditions, etc. .....

Sample No. 7

Do The Poor Pay More For Food And Television Sets In New York City?

Mobilization for Youth (MFY), an anti-poverty agency serving the Lower East Side of New York City, conducted an action survey when residents complained that neighborhood stores were overcharging for food, furniture, television sets and appliances.

Four shoppers compared the prices of identical items at stores in the MFY area and at similar stores in Harlem, Midtown Manhattan, 14th Street and Grand Street areas. The food survey involves supermarkets, small groceries and food cooperatives. The furniture-appliance survey included small stores as well as large chains—such as Macy's and Gimbel's.

The results released in a December 15, 1965 survey report included:

1. MFY area stores charged as much as $110 more for a television set than its list price. Prices for three TV brands most seen in the MFY area were compared. A portable model with a 19 inch screen in a plastic case was used. See box below.

	Emerson	Olympic	Admiral
Price ranges at MFY area stores	$138 to $219	$149.95 to $169	$179 to $270
Price ranges at stores in other areas of city	$144 to $189.95	$129.95 to $149.95	$139 to $169
List price	$159.95	$130 to $140	$159.95

2. Prices were rarely shown on television sets sold in MFY area stores. And prices quoted by salesmen often depended upon the customer. The report said:
   "Three women shoppers called at an MFY store within a two day period. They asked the price of the same TV set. The first, a young law student, was quoted $125; the second, a Puerto Rican housewife, was quoted $139; and the third, a Negro lady, was told $200."
3. Large chain stores charged less for most appliances and offered more reliable credit services than small, privately-owned stores.
4. Cooperative stores had the lowest food prices.

Items Priced	At MFY Stores	Other Stores	Food Co-operatives
Domino Sugar— 2 pounds	$ .38	$ .35	$ .31
Mazola Oil—1 pint	.49	.45	.39
FAB, soap powder—3 pounds	.85	.79	.69
SPAM—12 ounces	.59	.59	.49
Premium Crackers	.39	.31	.31
Total	$2.70	$2.49	$2.19

The items above are a sample of the products listed down the left side of the MFY questionnaire. Comparison shoppers filled in the price of each item bought. A separate questionnaire was used for each store.

The shoppers did not purchase any items. In supermarkets, they filled in prices shown on each item. In small stores, where prices were not marked, it was necessary to ask the owner or clerk the cost of each item.

The TV questionnaire was similar to the food questionnaire. However, shoppers completed the forms AFTER they left a store. This permitted them to shop as regular customers and not as surveyors.

MFY suggested residents:

1. Save money on food prices by walking or riding to a cooperative store.
2. Purchase furniture, TV sets and appliances at chain stores where customers cannot be "hustled into signing contracts" quickly.
3. Investigate credit charges before signing anything.
4. Buy only items that are clearly marked with a price tag.

For additional information or copies of the questionnaires, write to:
Mobilization for Youth
214 East Second Street
New York, New York 10009, 212—677-0400

Sample No. 8

How Did A Book Survey Start Action In A School Before A Questionnaire Was Constructed?

The Cadwalader Parent-Teacher Association (PTA) in Trenton conducted a survey that produced action before a questionnaire was constructed.

At an Open House in September, 1966, several parents noticed that the books their children were using had (1) no illustrations of Negro people and (2) texts that had little to do with the neighborhood served by the school.

The PTA appointed a subcommittee to examine all materials used by each class in the school. Volunteers were recruited to complete a questionnaire for each book. Among the questions asked were: Does the book depict minority group members as policemen, teachers or in other positions of authority? Are illustrations multi-ethnic? Do they illustrate integrated social groups? Does the book provide the child with an understanding and appreciation of minority group history and culture?

As the questionnaire was being constructed, the PTA president said the following changes took place:

1. *School administrators and teachers became aware of the problems that existed among minority and other groups in the school and neighborhood.*
2. *The school began using integrated classroom texts by the time the book survey began—in fact, texts that were "practically acceptable" to the PTA subcommittee.*
3. *Parents who had previously been disinterested in the school and the PTA became involved in the project.*

For additional information or copies of the questionnaire, contact:
John Strucker, Principal
Cadwalader Elementary School
West End Avenue
Trenton, New Jersey

A List of New Jersey

COMMUNITY ACTION ORGANIZATIONS

ATLANTIC & CAPE MAY COUNTIES:
Atlantic Human Resources, Inc.
427 Atlantic Avenue
Atlantic City, 609—348-4131
Rabbi Aaron N. H. Krauss, President
Paul G. Tuerff, Director

BERGEN COUNTY:
Community Action Program, Inc.
389 Main St.,
Hackensack, 201—489-9262-1
Robert B. Boyd, Executive Director

BURLINGTON COUNTY:
Community Action Program, Inc.
High & Grant Streets
Mount Holly, 609—267-0180
Willie James, President
Ronald E. Ossmann
Executive Director

CAMDEN COUNTY:
Council on Economic Opportunity
301 Cooper Street
Camden, 609—963-7065
Benjamin Foster
Temporary Chairman

CITY OF CAMDEN:
Council on Economic Opportunity
320 Haddon Avenue
Camden, 609—964-8740
Elbert Flippen, Chairman
David Tabor, Executive Director

ESSEX COUNTY:
Youth & Rehabilitation Commission
39 Branford Place
Newark, 201—622-2970
Martin Lordi, Director & Chairman
Paul S. Falcone, Program Director

EAST ORANGE:
Community Action Program
401 Main Street
East Orange, 201—673-5110
Ralph Sims, Executive Director

MONTCLAIR:
Council for Community Action
Municipal Building
647 Bloomfield Avenue
Montclair, 201—744-1400
Theodore McLachlan, Chairman
Patsy J. Caggiano, Vice Chairman

NEWARK:
United Community Corp.
124 Branford Place
Newark, 201—623-7313
C. Willard Heckel, President
William K. Wolfe, Executive Director

ORANGE:
Opportunity Corporation
369 Main Street
Orange, 201—675-5060
Vincent DeRosa, Chairman
John Cosby, Executive Director

HUDSON COUNTY:
BAYONNE:
Economic Opportunity Foundation
473 Broadway
Bayonne, 201—437-6851
Robert Jones, Chairman
Thomas Downey, Executive Director

HOBOKEN:
Organization Against Poverty &
Economic Stress (HOPES, Inc.),
Hoboken Health Center
916 Garden Street
Hoboken, 201—792-3000, Ext. 246
Thomas McFeely, Chairman
Raymond G. Clyons, Director

JERSEY CITY:
Community & Neighborhood Development
Organization (CAN-DO)
391 Jackson Avenue
Jersey City, 201—433-1707
Julian K. Robinson, Chairman
Earl Byrd, Executive Director

NORTH HUDSON CAP:
6100 Adams Street
West New York, 201—868-3389
Mayor John Armellino, Pres.
Nicholas Mastrorelli, Executive Director
(Represents Union City, North Bergen, Weehawken, Secaucus, Guttenberg and West New York)

MERCER COUNTY:
Community Action Council
209 South Broad Street
Mercer County Court House
Trenton, 609—599-3868
Freeholder Arthur R. Sypek, Chairman

A List of New Jersey

COMMUNITY ACTION ORGANIZATIONS

TRENTON:
United Progress, Inc.
Broad Street Bank Bldg., Room 220
143 East State St.
Trenton, 609—392-2161
Dr. Paul T. Williams, President
Gregory R. Farrell, Executive Director

MIDDLESEX COUNTY:
Economic Opportunities Corporation
1 John F. Kennedy Square
County Records Building
New Brunswick, 201—846-6600
Rev. Ronald Vander Schaaf, Chairman
Milton Zatinsky, Executive Director

MONMOUTH COUNTY:
Community Action Program, Inc.
Garfield Grant Bldg.,
279 Broadway
Long Branch, 201—229-5800
Joseph C. Irwin, Chairman
Joseph Taylor, Director

MORRIS COUNTY:
Office of Economic Opportunity
159 South Street
Morristown, 201—539-4300
Leslie Rear, Chairman
James Varner, Director

MORRISTOWN:
Community Action Committee
City Hall
Morristown, 201—539-4222
The Hon. E. Marco Stirone, Mayor
William R. Mullen, Chairman

NORTHWEST NEW JERSEY:
Community Action Program, Inc.
Municipal Building
Phillipsburg, 201—GL 4-7000
Kenneth Peterson, Chairman
J. H. Chapman, Executive Director
(Represents Hunterdon, Sussex and Warren Counties)

OCEAN COUNTY:
O.C.E.A.N., INC. (Ocean Community Economic Action Now, Inc.)
38 Main Street
Toms River, 201—244-5333-4
Rabbi Stanley Yedwab, Chairman
Lt. Col. Robert L. Tarver (Ret.)
Executive Director

PASSAIC COUNTY:
Community Action Council
Union Valley Road, R.D. 2
Newfoundland, 201—697-3553
Oscar Aquino, Temporary Chairman
Thomas Gregory, Director

PASSAIC (City):
Passaic Conference for Economic Opportunity
c/o Holy Trinity Rectory,
226 Harrison St., Passaic, 201—778-9763
Rev. John H. Weis, Chairman

PATERSON:
Task Force for Community Action, Inc.
367 Broadway
Paterson, 201—271-7400
Mrs. Donald Herzog, President

SOMERSET COUNTY:
Community Action Program
Borough Hall, Hamilton Street
Bound Brook, 201—469-0320

SOUTHWEST REGIONAL:
SCOPE—Southwest Citizens Organization for Poverty Elimination
40 Municipal Airport
Millville, 609—825-8400
Rev. Robert Shafer, President
Joseph T. Wilkins, Director
(Represents Cumberland, Gloucester, & Salem Counties)

UNION COUNTY:
Anti-Poverty Council
Union County Court House
Broad Street & Rahway Avenue
Elizabeth, 201—289-3777
Dr. Myra Smith-Kearse, Chairman
James S. Wilson, Jr., Executive Director

ELIZABETH:
Community Action for Economic Opportunity, Inc.
272 North Broad St.
Elizabeth, 201—351-9151
Robert E. Goldsby, Chairman
Thomas E. Highsmith, Jr., Executive Director

PLAINFIELD:
Community Action, Inc.
339 Park Ave.
Plainfield, 201—753-1933
George E. Jones, Chairman
John C. Harvard, Executive Director